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SELECTED LIST OF MATERIALS FOR TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES.

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THIS LISTING OF SELECTED TEXTBOOKS AND BACKGROUND MATERIALS IS A REVISED VERSION OF PREVIOUS LISTS PREPARED FOR AMERICAN TEACHERS GOING OVERSEAS TO TEACH ENGLISH. THIS VERSION, WHICH ALSO TAKES INTO ACCOUNT THE TEACHER OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES IN THE UNITED STATES, PROVIDES AN INDICATION OF THE VARIETY OF APPROACHES IN THE BACKGROUND MATERIALS FOR TEACHERS AND THE TYPES OF INSTRUCTIONAL MATERIALS AVAILABLE FOR THE VARIOUS AGE AND ACHIEVEMENT LEVELS OF STUDENTS. A FEW BRITISH WORKS HAVE BEEN INCLUDED TO REPRESENT A NON-AMERICAN APPROACH. (FOR A MORE COMPREHENSIVE COVERAGE, SEE ED 014 723 "REFERENCE LIST OF MATERIALS FOR ENGLISH AS A SECOND LANGUAGE, PART I, TEXTS, READERS, DICTIONARIES, TESTS," AND ED 014 724 "REFERENCE LIST OF MATERIALS FOR ENGLISH AS A SECOND LANGUAGE, PART II, BACKGROUND MATERIALS, METHODOLOGY.") PRESENTED IN TWO MAIN SECTIONS--BACKGROUND MATERIALS IN LINGUISTICS AND METHODOLOGY, AND INSTRUCTIONAL MATERIALS--SOME OF THE ITEMS ARE SCHOOL TEXTS FOR ENGLISH GRAMMAR BASED ON THE FINDINGS OF MODERN LINGUISTICS, AND ARE INTENDED FOR STUDENTS WHO ARE NATIVE SPEAKERS OF ENGLISH. THEY ARE INCLUDED TO GIVE THE TEACHER AN INTRODUCTION TO THIS FIELD AND TO PROVIDE INFORMATION ON SOME ASPECTS OF THE LANGUAGE WHICH TRADITIONAL GRAMMARS MAY NOT COVER. A LIST OF THE PUBLISHERS AND THEIR ADDRESSES IS APPENDED. SINGLE COPIES OF "SELECTED LIST OF MATERIALS" MAY BE OBTAINED FREE (ADDITIONAL COPIES $0.25 EACH) FROM THE ENGLISH FOR SPEAKERS OF OTHER LANGUAGES PROGRAM, CENTER FOR APPLIED LINGUISTICS, 1717 MASSACHUSETTS AVENUE, N.W., WASHINGTON, D.C. 20036. (AMM)

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# SELECTED LIST OF MATERIALS

## for Teachers of English to Speakers of Other Languages

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FOREWORD

Since its establishment in 1959, the Center for Applied Linguistics has prepared, and periodically updated, a selective list of textbooks and background materials for American teachers going overseas to teach English. The present list is a revised version of previous lists, but unlike them, it also takes into account the teacher of English to speakers of other languages in the United States. It is presented in two main sections: Background Materials in Linguistics and Methodology and Instructional Materials.

In making the selections, the aim has always been to keep the list short, but to cover as many aspects of the field as possible. The materials listed here, therefore, are only a few of the many publications now available in this field. It is hoped that what is included gives some indication of the variety of approach in the background materials for teachers and the types of instructional material available for the various age and achievement levels of students. A few British works have been included to represent a non-American approach, but the list does not pretend to be representative of all the variety that is available both in the United States and overseas. For a more comprehensive coverage, Reference List of Materials for English as a Second Language, Part 1 and Part 2, published by the Center for Applied Linguistics, should be consulted.

Some of the items included in the background materials are school texts for English grammar based on the findings of modern linguistics, and are intended for students who are native speakers of English. They have been included to give the teacher an introduction to this field and to provide information on some aspects of the language which traditional grammars may not cover.

The annotations of the items in this list have been done by various members of the English for Speakers of Other Languages Program at the Center.

BACKGROUND MATERIALS IN LINGUISTICS AND METHODOLOGY

## A. General

Bloomfield, Leonard. Language. New York: Holt, 1933. ix, 564 pp.

The classic text on language by one of the founders of modern linguistic science in the United States. Much that has been written since has been based on it.

Buchanan, C.D. A Programmed Introduction to Linguistics: Phonetics and Phonemics. Boston: D.C. Heath, 1963. xi, 270 pp.

Self-instructional course with special reference to English. Although heavily based on a single point of view (Trager-Smith), the course could be of great use to teachers of English with no formal training in linguistics wishing to familiarize themselves with terminology and basic theories in this field.

Gleason, Henry A., Jr. An Introduction to Descriptive Linguistics. Rev. ed. New York: Holt, Rinehart, and Winston, 1961. viii, 503 pp.

A new edition of a book first published in 1955 and widely used as an introductory text in colleges and universities in the United States. Parts dealing with syntax have been considerably expanded and include a chapter on transformational grammar. The approach is eclectic so that the text gives a general view of descriptive linguistics. Accompanying Workbook in Descriptive Linguistics provides a set of exercises designed to give practice in problems of analysis.

Hall, Robert A., Jr. Linguistics and Your Language. 2nd rev. ed. of Leave Your Language Alone. Garden City, N.Y.: Doubleday, 1960. ix, 265 pp.

Intended as a brief popular discussion of problems of language and linguistics. Contains a clear, nontechnical statement of the theories, principles, and methods of linguistic science. Part of the book sets forth the author's case against the normative approach of traditional grammar.

Lado, Robert. Linguistics Across Cultures: Applied Linguistics for Language Teachers. Ann Arbor: Univ. of Michigan Press, 1957. 141 pp.

Written in nontechnical language, this book demonstrates the role that descriptive linguistics can play in practical language teaching. It deals with the comparison of sound systems, grammatical structures and vocabulary systems, and the values of contrastive studies. Selected bibliography.

Sapir, Edward. Language: An Introduction to the Study of Speech. New York: Harcourt, Brace, 1921. ix, 242 pp.

This is a classic in the study of language phenomena. It is outdated in part, but still full of important insights into the nature of language.

B. The English Language

Francis, Winthrop Nelson. The Structure of American English. New York: Ronald, 1958. 614 pp.

A grammar including the phonology, morphology, and syntax of English based on modern descriptive linguistics and intended for American college students. Chapter on graphics, and one on American dialects by Raven McDavid. Final chapter on "Linguistics and the Teacher of English." Glossary of technical terms and bibliography.

Fries, Charles Carpenter. The Structure of English: An Introduction to the Construction of English Sentences. New York: Harcourt, Brace, 1952. ix, 304 pp.

A grammar of spoken English (based on telephone conversations) treated by methods of modern linguistics. This book has had great influence on several subsequent grammars of American English that have been published since its appearance, and a great number of American English courses for foreigners have based their structural materials on its contents. Discussion centered on "grammar of structure and an approach to problems of" sentence analysis.

Gleason, H.A., Jr. Linguistics and English Grammar. New York: Holt, Rinehart, and Winston, 1965. xv, 519 pp.

Intended for prospective and practicing teachers of English. A sampling of English constructions selected for their usefulness in illustrating basic theories behind various treatments of English grammar. Beginning with the history of grammatical studies, author discusses structural approaches and generative grammar. Teachers of English as a foreign language should find this helpful as a clear presentation of issues in the field today.

Hornby, A.S., E.V. Gatenby, and H. Wakefield. The Advanced Learner's Dictionary of Current English. 2nd ed. London: Oxford Univ. Press, 1963. xxxii, 1200 pp.

The largest and most comprehensive dictionary for foreign students and their teachers. Entries include IPA transcriptions, simplified definitions, key to the verb pattern, and many illustrations. Concentrates on current English of educated persons in Britain and the United States, but includes certain archaic words employed in literary context, and scientific and technical words occurring commonly in non-specialized periodicals. Introductory notes include information on spelling, stylistic values, pronunciation and stress, and the verb patterns.

Kenyon, John S. and Thomas A. Knott. A Pronouncing Dictionary of American English. 4th ed. Springfield, Mass.: G. and C. Merriam, 1953. lvi, 484 pp.

Includes the great body of common words in use in America. Gives the pronunciation of what is "rather vaguely called standard speech." Uses IPA transcription. Records variety of pronunciations where there are differences either regional or in the pronunciation of educated people.

Long, Ralph B. The Sentence and Its Parts: A Grammar of Contemporary English. Chicago: Univ. of Chicago Press, 1961. 528 pp. Structure Worksheets for Contemporary English. 243 pp.

Carefully organized, comprehensive presentation of the most salient features of English grammar, in general moving from large-scale constructions to smaller ones. Deals mainly with written English but attention also given to sound system and the relation between written and spoken forms, as well as levels of acceptable usage. Accompanying worksheets for use with the text.

Quirk, Randolph. The Use of English. With supplements by A.C. Gimson and Jeremy Warburg. London: Longmans, 1962. viii, 333 pp.

Examines many aspects of English, including its international use. Many of the observations contained are the preliminary results of the Survey of English Usage (including American English) being conducted at University College, London, under the director of Professor Quirk. Contents include sections on standard English, problems of usage, variety and range of English in use, etc. Supplements include "The Transmission of Language," by A.C. Gimson, and "Notions of Correctness" by J. Warburg. Contains a few exercises and topics for discussion. Short bibliography and index.

Roberts, Paul. English Syntax: A Book of Programmed Lessons. New York: Harcourt, Brace and World, 1964. 414 pp.

A programmed English text for American high schools which is also an introduction to transformational grammar. The book has been tested both with high school students and as a review course in English structure for the preparation of teachers of English as a foreign language. Presented in linear form, material alternates lengthy prose description with testing frames. Constructed responses demanded of the student, with remedial branching to be prepared by the teacher where necessary. The teacher's edition includes an account of the two-year tryout of the text and a brief review of traditional, structural, and transformational grammar. Test booklet also provided. Introduction by Noam Chomsky.

Rogovin, Syrell. Modern English Sentence Structures. New York: Random House/ Singer, 1964. viii, 464 pp.

Another programmed textbook designed for American high school students and based on transformational grammar. All material is presented in a graded sequence of small-step frames. Answers, provided in the margin, are both constructed and multiple choice, but program does not offer remedial branching in case of error. Contains sixty units of varying lengths. Accompanying Teacher's Manual and Tests.

Zandvoort, R.W. A Handbook of English Grammar. 3rd ed. Englewood Cliffs, N.J.: Prentice-Hall, 1966. xiii, 349 pp.

A revised, unilingual edition of the standard reference grammar first published for Dutch students. The approach, though traditional, is descriptive. Clear, precise information on most points of present-day English

grammar is methodically presented. Transcription is occasionally used to indicate pronunciation, but there is no section on phonology. The appendix contains a variety of diverse information, including the usual list of irregular verbs, and a one-page section on American English.

C. Methodology

Allen, Harold B., ed. Teaching English as a Second Language: A Book of Readings. New York: McGraw-Hill, 1965. 406 pp.

Selected articles drawing from the works of American, British, Australian, Canadian, and Philippine writers on this and related fields. After an initial section on theories and approaches, four parts are devoted to the teaching of English speech, structures, vocabulary, and usage and composition. These are followed by sections on teaching the printed word, methods and techniques, teaching with audio-visual aids, and testing.

Bumpass, Faye L. Teaching Young Students English as a Foreign Language. New York: American Book Company, 1963. x, 198 pp.

Discusses the advantages of introducing a foreign language early in school, the linguistic and psychological aspects of foreign language teaching in the elementary grades, teaching methods leading to aural-oral mastery of a language, use of audio-visual materials, and the preparation of structured drills.

Dacanay, Fe R. Techniques and Procedures in Second Language Teaching. J. Donald Bowen, ed. (PCLS Monograph Series, No. 3.) Quezon City, P.I.: Phoenix Press, 1963. xxiv, 538 pp.

Written for the training of teachers of English in the Philippines where English is the language of instruction. Based on modern techniques and the application of linguistics to language teaching. Presents a thorough treatment of the subject in seven chapters, three of which are devoted to oral English, three to written, and one to testing. Many practical suggestions on the presentation of materials, with sample lessons. Illustration of uses of pictures for various levels of instruction.

Finocchiaro, Mary. English as a Second Language: From Theory to Practice. New York: Regents, 1964. 143 pp.

Designed for prospective or experienced teachers, both native speakers of English and those for whom it is a second language. Presented mainly in nontechnical language. A general chapter on the English language and language learning is followed by chapters on the curriculum, developing the language skills, materials and techniques of instruction, testing and evaluation, and a chapter on "do's" and "don't's." Appendix contains some definitions of useful terms and a bibliography.

French, F.G. Teaching English as an International Language. London: Oxford University Press, 1963. [iv], 112 pp.

A handbook of practical suggestions, based on experience, for teachers who are non-native speakers of English. Combines theory with practice and takes into account the realities of conditions under which English often has to be taught. Confines itself to essentials, but is full of helpful suggestions on the teaching of speech, reading, writing, the use of substitution tables, the blackboard, questioning and grading, activity in teaching, and translation.

Fries, Charles Carpenter. Teaching and Learning English as a Foreign Language. Ann Arbor: Univ. of Michigan Press, 1945. vii, 153 pp.

A classic in this field. Contains much information on theories that lie behind the linguistic approach to the teaching and learning of English as a foreign language as developed at the English Language Institute in Michigan. The approach is mainly oral, based on contrastive structure study of the learner's language and English. Stress is laid on understanding and producing the "stream of speech," and making English forms and patterns automatic.

Gurrey, Percival. Teaching English as a Foreign Language. London: Longmans, 1955. vii, 200 pp.

A text on methodology recommending the oral approach through direct method techniques. The book contains many practical suggestions for teaching the four language abilities--understanding, speaking, reading, and writing. The chapters on the teaching of oral and written composition, reading for information, and problems in teaching literature are especially useful.

Halliday, M.A.K., Angus McIntosh, and Peter Strevens. The Linguistic Sciences and Language Teaching. London: Longmans, 1964. xix, 322 pp.

A textbook for language teachers dealing with the intercommunication of linguistics and language teaching. Part One includes sections on linguistics and phonetics, and on language comparison and translation. Part Two contains sections on studying the native language, learning foreign languages, and on English at home and abroad. Bibliography.

Lado, Robert. Language Testing: The Construction and Use of Foreign Language Tests. New York: McGraw-Hill, 1964. xxiii, 389 pp.

The American edition of a text first published in 1961 by Longmans, Green, this is a comprehensive discussion of the construction and use of language tests, based on the theory that items of difficulty are isolable through a comparison of the mother tongue and target language, making tests more valid, reliable, economical, and easy to administer. Suggests types of items and gives the theory and practice of refining and standardizing tests. Sections on the theory and strategy of language testing, testing the elements of language, testing the integrated skills, and refining and using tests.

Lee, W.R. Language Teaching Games and Contests. London: Oxford Univ. Press, 1965. 166 pp.

Majority of selections have been grouped according to type of language-learning activity--oral, pronunciation, reading and writing, and spelling. Final chapter, "Mixed Bag," contains wider range of activities not necessarily concentrated on a particular language-learning point. Includes a subject index and a classification of games by age group, language level, and situation.

Mackey, William Francis. Language Teaching Analysis. London: Longmans, 1965. xi, 554 pp.

Three main sections: "Language," covering such topics as the nature of language, descriptive analysis, contrastive studies, and language learning theory; "Method," dealing primarily with selecting and ordering language features to be taught and the form in which these are presented; and "Teaching," with discussions on lesson planning, teaching techniques, programmed instruction and language testing. Comprehensive topical bibliography.

Moulton, William G. A Linguistic Guide to Language Learning. New York: Modern Language Association of America, 1966. xii, 140 pp.

Originally planned as part of a handbook for adults who need to learn a language on their own, this book provides a clear introduction to the principles of language and linguistics which will also be helpful to teachers of both English and modern foreign languages. Bibliography for linguistics, phonetics, contrastive structure and language learning.

Northeast Conference on the Teaching of Foreign Languages. Language Teaching: Broader Contexts: Reports of the Working Committees. Robert G. Mead, Jr., ed. n.p.: Northeast Conference on the Teaching of Foreign Languages, Inc., 1966. 103, A-28 pp.

Of special interest for an overall view of the contribution of linguistics to language teaching are papers by John B. Carroll, Noam Chomsky, and Charles A. Ferguson, approaching, in various ways, the psychological foundations upon which theories of methodology have been based; experiment and research in language teaching; and the applications of the insights, methods or findings of linguistic science to practical problems of language learning.

On Teaching English to Speakers of Other Languages: Series I-III. (Virginia French Allen, Carol J. Kreidler, and Betty Wallace Robinett, editors.) Washington, D.C.: Teachers of English to Speakers of Other Languages, 1965-67.

Proceedings of the first three conferences of the association of Teachers of English to Speakers of Other Languages. Papers cover a variety of theoretical and practical topics in the field, for teachers of all age groups and levels of instruction.

Palmer, H.E. Principles of Language Study. (Language and Language Learning Series.) London: Oxford Univ. Press, 1964. vii, 142 pp.

A reissue of a book written in the 1920's, this book stands as one of the classics in the field, nearly all of its tenets still in agreement with the most recent theories. Eminently practical, the book presents for the teacher, in very specific detail, basic principles for language teaching and suggestions for observing them, with illustrative examples from several languages.

Rivers, Wilga M. The Psychologist and the Foreign-Language Teacher. Chicago: Univ. of Chicago Press, 1964. viii, 212 pp.

A critical appraisal of foreign language teaching today, in particular the audio-lingual method, in the light of current psychology and the theories of learning. The book is written for the classroom teacher and concentrates on the high school level, with most examples from French. Includes recommendations for the teacher and an appendix describing learning theories.

Stack, Edward M. The Language Laboratory and Modern Language Teaching. Rev. ed. New York: Oxford Univ. Press, 1966. xiv, 234 pp.

A practical guide for teachers providing specific descriptions of techniques and procedures for the classroom, language laboratory, and related activities. Includes new chapters on techniques of laboratory operation, expanded chapters on methodology and testing.

Stevick, Earl W. Helping People Learn English: A Manual for Teachers of English as a Second Language. Nashville, Tenn.: Abingdon Press, 1957. 138 pp.

Primarily for untrained Americans who find themselves called upon to teach English to foreigners. Gives brief information on recent techniques and materials. The book is divided into two sections. The first gives specific advice on classroom activities and some sample lessons. The second part briefly discusses the English language from a structural linguistic point of view, including phonology, grammar, and some sample exercises. Bibliography.

_____. A Workbook in Language Teaching: With Special Reference to English as a Foreign Language. Nashville, Tenn.: Abingdon Press, 1963. 127 pp.

For initial training of new language teachers and for in-service reference by experienced teachers. Treats three selected topics: English Phonology, Fundamentals of Grammar, Basic Types of Drill. Frequent exercises and discussion questions assist the user in acquiring skills and in keeping check on his own progress.

## D. Periodicals

English Language Teaching. London: Oxford Univ. Press, 1945-. Quarterly.

Reflects British theory and practice in this field. Includes book reviews, a correspondence section, and a "Question Box" with answers to inquiries

from teachers, on specific problems of grammar and usage.

English Teaching Forum. Washington, D.C.: Information Center Service of the United States Information Agency, 1963-. Quarterly.

Articles on applied linguistics and methodology for teachers of English as a foreign language. Subscriptions available only to teachers overseas, through U.S.I.S. centers or U.S. embassies.

Language Learning: A Journal of Applied Linguistics. Ann Arbor, Michigan: Research Club in Language Learning, 1948-. 4 nos. a year.

Articles on the application of linguistic science to the teaching of language, with a number of papers on the teaching of English, and on contrastive analyses of English and other languages. Editorials, notes and announcements, and book reviews.

The Linguistic Reporter. Washington, D.C.: The Center for Applied Linguistics, 1959-. 6 nos. a year.

A newsletter with information on research projects, meetings, institutions, personnel, and publications, etc., both in the U.S. and overseas, in the field of linguistics and its various applications, especially the teaching of languages.

The TESOL Quarterly and The TESOL Newsletter. Washington, D.C.: Teachers of English to Speakers of Other Languages, 1967-. Quarterly and Occasional.

The quarterly contains papers on topics of theoretical and practical concern to teachers. The newsletter provides up-to-date information on new programs, publications, research projects, and other items of current interest.

## INSTRUCTIONAL MATERIALS*

### A. Textbooks

American Council of Learned Societies. Spoken English Series. Washington, D.C.: ACLS, 1953-. [Order from Columbia Univ. Press, New York.]

A series of textbooks by a group of American linguists on the bases of the Trager-Smith analysis of English phonology, and experience gained with the spoken language textbooks during the early 1940's. Designed for adult students of various specific language backgrounds. Translation of the text material in the lessons and extensive explanations in the native language

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* Materials suitable for elementary and secondary schools will be indicated by an asterisk.

are supplied. English orthography and transcription appear side by side in the lessons, but only the transcription is explained. Drills cover all aspects of American pronunciation. Basic patterns of spoken English are covered in the grammar drills. No provision is made for written exercises. Each book is accompanied by a set of records, but text can be used without records. The series includes Spoken English for speakers of Burmese, Greek, Indonesian, Korean, Mandarin Chinese, Persian, Serbo-Croatian, Siamese, Turkish, and Vietnamese.

Bureau of Public Schools and the Philippine Center for Language Study. English in Grades I-III. 5 vols. Manila: Author, 1960-62.

Detailed guides for English instruction in Philippine schools, based on a comparison of English and the most common Philippine languages. Consists of one Teacher's Guide for each year, containing general teaching suggestions and linguistic information for the teachers, and lesson plans, which cover community living, health and safety, nature study and citizenship along with appropriate language patterns and vocabulary for those and for general situations. Accompanying Teacher's Guide for English in Grade II is Beginning Reading Exercises, a practice book. Accompanying Teacher's Guide for English in Grade III is a pupil's workbook, English in Grade III, containing dialogs, reading passages, illustrations on which to build classwork, and numerous exercises for oral and written work.

*Dykstra, Gerald, Richard Port and Antonette Port. A Course in Controlled Composition: Ananse Tales. 2 vols. New York: Teachers College Press, Columbia Univ., 1966.

Short graded reading passages designed to develop writing skills on intermediate level of English. Assumes a command of basic structures. Each passage is followed by step-by-step copy or rewrite directions carefully designed to provide controlled practice at different levels of achievement. Numbering system for practice steps grades progression at the student's own pace. Based on a collection of West African animal tales, course may be used in various cultural backgrounds. Accompanying Teacher's Manual provides suggestions for use and instructions for grading. Suitable for secondary school or adult students.

English Language Services. Drills and Exercises in English Pronunciation. 3 vols. New York: Collier-Macmillan, 1966-67.

A series intended as supplementary to text material, for secondary school and adult learners. Consonants and Vowels (accompanied by twenty-four tapes) practices single sounds in words, then contrasts pairs of sounds in paired and unpaired words and sentences, then turns to clusters. Includes spelling and pronunciation aid sections. Stress and Intonation: Part I (with fourteen tapes) introduces a system of notation for indicating stress and intonation, discusses the general patterns in English speech, and provides numerous exercises and marked dialogs on Word Stress, Word Combination Stress, Intonation and Comprehension. Stress and Intonation: Part II (with sixteen tapes) provides further practice drills, dialogs, reading passages, speeches, poems, etc., dealing with non-emphatic and contrastive, emphatic forms.

_____. English 900. 13 vols. New York: Collier-Macmillan, 1964-65.

A basic instructional series for adults, consisting of six textbooks, six programmed, self-study workbooks, a teacher's manual and 180 tapes. Course is based on 900 English utterances, ranging from greetings to quite complex sentences. Lessons include a group of basic utterances, intonation practice, questions and answers or verb study, substitution drills, conversation and reading practice, and exercises. Teachers' Manual contains sections on classroom techniques, lesson planning, grammar notes for each unit, and a general word index. Supplemented by Collier-Macmillan English Readers, four of which are directly aimed at review and reinforcement of English 900 vocabulary and structures.

_____. English Grammar Exercises. 3 vols. New York: Collier-Macmillan, 1965.

Three volumes of exercises in basic structure patterns, progressing from elementary to very advanced structure. Basically intended as supplementary drill in classroom work, but also suitable for private independent study. No grammar explanations are given for the structures, beyond the pattern sentences. Keys to the exercises are provided at the end of each volume.

Kenya, Education Department, Special Centre, Nairobi. The Peak Course. 25 vols. London: Oxford Univ. Press, 1961.

A three-year integrated course for Asian primary school children in East Africa, whose medium of instruction is English. Books include three course books for each year (for the teacher) and the coordinated Peak Reading Course with four to five readers for each year. Course books contain notes on class organization, activities and lesson plans which include conversations, vocabulary, grammatical explanations and pattern practice. Coordinates practice in language with work in arithmetic, physical education, nature study, handwork and art. A later edition, the New Peak Course (1963), has been prepared for African students, with four readers common to both series.

Kittle, Ruth. Handwriting for Students of English as a Second Language. New York: American Book Company, 1966. 96 pp.

Provides for practice in tracing and writing single letters, words, and short simple sentences. Cursive style. Directions precede each practice.

Lado, Robert, Charles C. Fries, et al. An Intensive Course in English. Rev. ed. 4 vols. Ann Arbor, Mich.: Univ. of Michigan Press, 1958-64.

A coordinated set of texts for adults on a low intermediate level. Although somewhat directed at the problems of Spanish speakers, course can be used with students of any language background. English Pronunciation: Exercises in Sound Segments, Intonation and Rhythm uses charts, diagrams, a simplified phonemic transcription, intonation lines, explanations and exercises to deal with the sound contrasts of English. Vocabulary in Context, 1964 revision of the earlier Lessons in Vocabulary, is carefully keyed to the pronunciation and grammar texts. Groups vocabulary by situation or

idea, using pictures, pantomime, and verbal description to re-create the situation in the classroom. English Sentence Patterns presents the basic sentence patterns in a graded sequence, with several examples, a minimum of discussion, and varied exercises to develop understanding and speaking habits. English Pattern Practice provides further exercises to integrate the patterns taught in the other three volumes. Includes chart picture sequence drills, non-chart-oriented exercises, graded conversations, and stories. Charts and tapes accompany the series.

Mitchell, Elizabeth Gillilan. Beginning American English: A Conversational Approach to the Study of English. 2nd ed. 2 vols. Englewood Cliffs, N.J.: Prentice-Hall, 1965.

A twenty-five unit course for adult beginners. Each unit contains a dialog, exercises on vocabulary, sentence structure and pronunciation, and review. Illustrations used for instructional purposes. Teacher's Manual discusses methods and materials in general, then gives detailed teaching instructions for each unit of the text. Appended instructions for enlarging illustrations for blackboard use; facial pronunciation diagrams; notes for students; index of sentence structures; and bibliography.

*National Council of Teachers of English. English for Today. 8 vols. William R. Slager, Ralph F. Robinett, et al, eds. New York: McGraw-Hill, 1962-66.

A six-volume series for secondary schools overseas, but oriented toward no particular language or cultural background. First three volumes introduce basic patterns and vocabulary. Book Four serves as a grammar review. Books Four-Six concentrate on reading, composition and literature. Most lessons based on a reading passage, accompanied by comprehension questions, grammar sections, and varied exercises for both oral and written practice. Material is linguistically oriented and carefully graded. Teacher's edition for each book includes a preliminary section with general comments on teaching procedures, sample lesson plans, and notes on each lesson. Two workbooks, picture cue cards, and tapes available to accompany Book One.

New York City, Board of Education. Teaching Dialogues: English as a New Language Program for Adults. 2 vols. New York: New York City Board of Education, 1966.

Designed for beginning adults, for "accelerated oral English development." Lessons contain a dialog introducing graded basic sentence patterns, followed by controlled pattern practice. Dialogs, marked for stress and intonation, are based on everyday situations in the newcomer's life in the United States. Teacher's Guide explains principles and methods of teaching, drill types used, and American intonation patterns. Gives instructions for teaching each lesson.

Praninskas, Jean. Rapid Review of English Grammar: For Students of English as a Second Language. Englewood Cliffs, N.J.: Prentice-Hall, 1961. x, 310 pp.

New edition of the 1959 text, designed as a remedial text "for students whose knowledge of English is extensive but imperfect when they come to the United States." Linguistic orientation. Contains 24 lessons, each with a

short reading selection illustrating various grammatical points and basic sentence patterns to be taken in the lesson. Variety of written and oral exercises. Illustrations, diagrams and charts used for instructional purposes.

*Puerto Rico, Department of Education. American English Series: English as a Second Language. 4 vols. Adrian Hull, gen. ed. Boston: D.C. Heath, 1965-.

Planned as a revision of the Fries American English Series (prepared by Pauline Rojas, et al, with Charles C. Fries as consultant), changes in content and format make it a new series. Expected to include six volumes and six teacher's manuals, the first two sets of which are available, the others forthcoming at the rate of one set a year. Lessons contain three divisions: oral practice, followed by reading and writing of practiced items; a reading selection, usually in dialog form; and production practice of spoken and written forms in controlled situations. Teachers' Guide contains a reduced replica of each students' page, with instructions and suggestions for teaching procedures, and intonation and stress markings for reading selections. Original series still in print.

B. Readers

Allen, Virginia French. People in Livingston: A Reader for Adults Learning English. New York: Thomas Y. Crowell, 1953. vi, 122 pp.

_____. People in Fact and Fiction: Selections Adapted for Students of English as a Foreign Language. New York: Thomas Y. Crowell, 1957. viii, 192 pp.

Two readers for adults, the first on a low intermediate level, the second fairly advanced. People in Livingston contains original stories, some in dialog form, about life in a typical American small town. Vocabulary and structures are carefully graded and controlled. Stories are followed by brief comprehension exercises. People in Fact and Fiction contains adapted selections of American stories, essays and biographies. Vocabulary controlled, with footnotes explaining words outside the basic 2,000 chosen from the Thorndike-Lorge list. Each selection is followed by comprehension questions, a series of exercises on word study and grammar points, and related composition exercises.

*Bumpass, Faye L. Let's Read Stories. 5 vols. New York: McGraw-Hill, 1965.

A series of five readers, consisting of adaptations of Irving's Rip van Winkle, A Gift from the Heart from O. Henry, Twain's The Jumping Frog and O. Henry's The Last Leaf, Hawthorne's David Swan and Harte's Tennessee's Partner, and O. Henry's The Ransom of Red Chief and The Cask of Wine from Poe. Each lesson contains a part of a story and a section of oral practice on words and patterns, with intonation indicated. Includes frequent review and a general test on comprehension at the end of every story. Notes on the authors' lives, a word list, and suggestions for teaching are included in each book.

Dixson, Robert J. The U.S.A. 2 vols. New York: Regents, 1959-60.

Two of a forthcoming four-book series of simplified readers for adults. Books are independent in content and could serve as supplementary reading material for students at various levels of achievement. First book, The Land and the People, has a vocabulary range of 1,200 words; second book, Men and History, 1,600 words. Gives simple, readable information about the geography and territorial growth, history and important historical figures of the United States.

Harris, David P. Reading Improvement Exercises for Students of English as a Second Language. Englewood Cliffs, N.J.: Prentice-Hall, 1966. x, 178 pp.

For high-intermediate and advanced students. Part I consists of a diagnostic vocabulary test and a reading comprehension test covering both speed and comprehension, and gives suggestions for increasing vocabulary. Parts II-VII consist of exercises to increase speed in recognition and comprehension, first of words, then of sentences, paragraphs and whole compositions. Part VIII deals with scanning techniques. Part IX contains exercises to develop speed and accuracy in using a dictionary. Includes key to exercises and reading-time conversion table.

*Miami Linguistic Readers. 53 vols. Experimental ed. Boston: D.C. Heath, 1964-66.

An introductory reading course for elementary school children. Linguistically structured and controlled, the material is designed to provide aural comprehension, speaking and writing practice, as well as reading instruction. Consists of Pupils' Books (21 pre-primers, primers, and readers); Seatwork Booklets (16 workbooks providing for writing practice); Teachers' Manuals (16 volumes providing specific guides for each step in each lesson; volumes 1-12 include Language Practice Techniques Foldouts); and "Big-Books": charts for language practice and special work on reading problems. Reading content and illustrations designed to appeal to young children.

Taylor, Grant. American English Reader: Stories for Reading and Vocabulary Development. New York: Saxon, 1960. xx, 235 pp.

Twelve stories adapted from American history and literature for intermediate level foreign students. Teaches vocabulary within the framework of controlled sentences, and emphasizes "active" language ability. A comparatively intensive amount of work is planned to follow each selection. Each story has word study lists, questions for oral and written practice, "summary sentences" for oral laboratory practice, and a variety of vocabulary exercises, some based on "word form charts" which appear with each group of exercises. Tapes available.

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Research Club in Language Learning, No. Univ. Bldg., Ann Arbor, Mich. 48104

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Saxon Press (A division of McGraw-Hill Book Company)

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